



## McLaurin Elementary

1400 McMillan Lane  
Florence, SC 29506

<b>Grades</b>	PK-4 Elementary School	
<b>Enrollment</b>	710 Students	
<b>Principal</b>	Deborah Cribb	843-664-8457
<b>Superintendent</b>	Larry Jackson	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>Average</b>
2007	Average	Excellent
2006	Average	Average
2005	Average	At-Risk
2004	Average	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

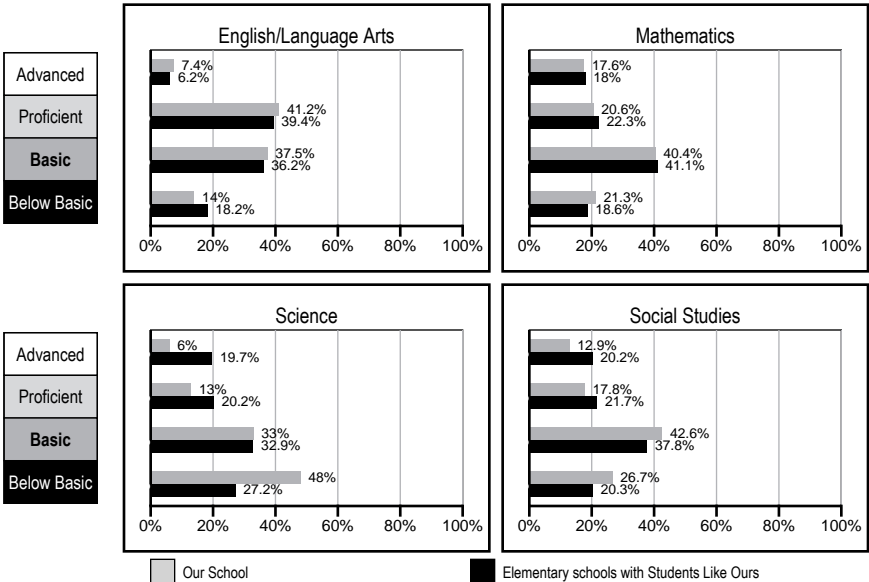
Percent of students tested in 2007-08 whose 2006-07 test scores were located 95.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	14	58	5	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=710)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.6%	Down from 6.2%	2.2%	2.3%
Attendance rate	95.8%	Down from 96.1%	96.4%	96.3%
Eligible for gifted and talented	9.5%	Up from 5.7%	12.9%	10.4%
With disabilities other than speech	6.6%	Up from 6.3%	7.3%	7.5%
Older than usual for grade	1.5%	Down from 3.2%	0.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	47.8%	Down from 48.8%	55.6%	56.7%
Continuing contract teachers	78.3%	Down from 81.4%	78.6%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.6%	Up from 91.1%	88.2%	86.4%
Teacher attendance rate	97.3%	Up from 96.3%	94.8%	94.9%
Average teacher salary	\$43,981	Up 4.7%	\$45,653	\$45,345
Professional development days/teacher	12.5 days	Down from 16.4 days	12.5 days	12.6 days
<b>School</b>				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio in core subjects	15.1 to 1	Up from 14.3 to 1	19.2 to 1	18.5 to 1
Prime instructional time	91.7%	Up from 90.7%	90.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	92.0%	Up from 90.3%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,062	Up 3.0%	\$6,406	\$7,052
Percent of expenditures for instruction*	65.9%	Down from 68.7%	69.6%	69.1%
Percent of expenditures for teacher salaries*	60.2%	Down from 62.0%	65.4%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The staff, students, and parents at McLaurin Elementary are proud of the progress we have made this year. McLaurin students continue to improve academically, and the attendance rate for all students has improved. McLaurin was recognized as a State Gold Award recipient for improved test scores and also for making Adequate Yearly Progress as outlined by the No Child Left Behind Act.

Among our other accomplishments are the following: we expanded our Montessori program to include two additional 1-3 grade classes; our teachers continued extensive staff development in early literacy and math; we provided after school tutoring for 85 students; we provided enrichment classes on site for 32 students; McLaurin students read over 35,000 books this year and we continued our school-wide read aloud program; and our students and staff walked over 26,000 miles during our school-wide walking program.

Our staff is dedicated to providing students with a strong academic program enhanced with an equally strong focus on character. Daily communication with our parents, through student agenda books, is a way to keep parents informed and involved in their child's education.

McLaurin's Association of Parents (APT) and our School Improvement Council are vital to the success of McLaurin. Our APT raised funds to offer financial support for the overall program at McLaurin. Our School Improvement Council and APT focus for this year was improving student attendance, as well as sponsoring our school-wide walking program. Weekly incentives and nine weeks celebrations for students achieving their goals were sponsored by these groups.

We continue to have strong parental involvement in meetings, conferences, and other events offered at school. McLaurin is a community where expectations are high, and everyone is encouraged to be a lifelong learner.

Deborah Cribb, Principal  
Jay Terry, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	67	55
Percent satisfied with learning environment	97.6%	92.5%	87.3%
Percent satisfied with social and physical environment	93.0%	94.0%	89.1%
Percent satisfied with school-home relations	80.5%	89.6%	92.7%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	160	98.8	14.8	38.7	39.4	7	59.2	49.1	48.2	Yes	Yes
<b>Gender</b>											
Male	80	98.8	20.6	30.9	47.1	1.5	57.4	43.1	41.7	N/A	N/A
Female	80	98.8	9.5	45.9	32.4	12.2	60.8	55.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	53	98.1	6.3	18.8	60.4	14.6	81.3	61.8	60	Yes	Yes
African American	100	99	20.5	51.1	27.3	1.1	45.5	35.7	31.7	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	80.2	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	53.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	58.3	47	I/S	I/S
<b>Disability Status</b>											
Disabled	36	97.2	38.7	51.6	9.7	0	25.8	19	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	51.6	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	98	100	19.5	51.7	27.6	1.1	44.8	36.9	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	160	98.8	22.5	40.8	19.7	16.9	47.2	43.8	45.8	Yes	Yes
<b>Gender</b>											
Male	80	98.8	20.6	38.2	27.9	13.2	47.1	44	45.6	N/A	N/A
Female	80	98.8	24.3	43.2	12.2	20.3	47.3	43.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	53	98.1	8.3	25	29.2	37.5	72.9	58.1	59	Yes	Yes
African American	100	99	31.8	51.1	12.5	4.5	30.7	28.9	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	79.3	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	36	97.2	48.4	41.9	6.5	3.2	9.7	18.4	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	98	100	34.5	46	13.8	5.7	33.3	30.8	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
--	-------------------------------	----------	---------------	---------	--------------	------------	-----------------------------------	-------------------------------------	----------------------------------	------------------------	--------------------------

Science

All Students	119	98.3	50.5	31.4	12.4	5.7	18.1	33.1	35.7	95.8	95.8
Gender											
Male	55	98.2	44.7	36.2	10.6	8.5	19.1	36.6	37.4	95.8	95.6
Female	64	98.4	55.2	27.6	13.8	3.4	17.2	29.6	33.8	95.9	96
Racial/Ethnic Group											
White	37	97.3	18.2	45.5	21.2	15.2	36.4	47.8	49.2	96.6	95.7
African American	77	98.7	66.2	26.5	7.4	0	7.4	18.4	17	95.2	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	66.7	58	97.9	97.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	29.4	24.9	98	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	95.9
Disability Status											
Disabled	31	96.8	76.9	23.1	0	0	0	20.3	14	93.9	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	23.8	24.4	98.4	97.1
Socio-Economic Status											
Subsidized meals	74	100	63.6	28.8	7.6	0	7.6	19.6	21.1	94.8	95.2

Social Studies

All Students	119	98.3	27.9	42.3	17.3	12.5	29.8	29.3	34	95.8	95.8
Gender											
Male	64	98.4	27.3	41.8	18.2	12.7	30.9	33.7	36.6	95.8	95.6
Female	55	98.2	28.6	42.9	16.3	12.2	28.6	24.9	31.3	95.9	96
Racial/Ethnic Group											
White	44	97.7	17.5	45	20	17.5	37.5	40.4	44.5	96.6	95.7
African American	69	98.6	35.6	44.1	13.6	6.8	20.3	17.1	19.1	95.2	95.8
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	63.4	58.9	97.9	97.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	98	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	95.9
Disability Status											
Disabled	26	96.2	59.1	31.8	9.1	0	9.1	16.4	14.4	93.9	94.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	37.1	27.3	98.4	97.1
Socio-Economic Status											
Subsidized meals	72	100	33.9	43.5	16.1	6.5	22.6	17.4	21	94.8	95.2

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	89	100	15.4	43.6	30.8	10.3	41
	4	68	98.5	14	31.6	52.6	1.8	54.4
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	79	100	16.7	30.6	38.9	13.9	52.8
	4	81	97.5	12.9	47.1	40	0	40
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	89	100	28.2	42.3	15.4	14.1	29.5
	4	68	98.5	8.8	33.3	21.1	36.8	57.9
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	79	100	29.2	37.5	18.1	15.3	33.3
	4	81	97.5	15.7	44.3	21.4	18.6	40
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	46	100	33.3	44.4	13.9	8.3	22.2
	4	68	98.5	32.1	32.1	20.8	15.1	35.8
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	38	100	51.4	28.6	17.1	2.9	20
	4	81	97.5	50	32.9	10	7.1	17.1
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	46	100	20.5	48.7	12.8	17.9	30.8
	4	68	98.5	22.6	43.4	28.3	5.7	34
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	3	41	100	21.6	37.8	24.3	16.2	40.5
	4	78	97.4	31.3	44.8	13.4	10.4	23.9
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
2008	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample